

**Virginia Advisory Committee for the Education of the Gifted**  
**Math and Science Center**  
**Richmond, Virginia**  
**October 24, 2003**

The meeting of the Virginia Advisory Committee for the Education of the Gifted (VACEG) was preceded by an introductory orientation session for new members of VACEG. New VACEG members present at 8:30 am for the orientation included C. Chilton, L. Frye, E. Mebane, and F. Morgan. VACEG Chair C. Cottrell, VACEG Past Chair G. Hubbard, VACEG Secretary J. Marler, and VDOE Liaison B. McGonagill were present also for the orientation. New VACEG Board member D. Elder joined the board for the regular meeting.

The VACEG Board meeting was called to order by Chair C. Cottrell at 10:10 am. VACEG members present included Chair C. Cottrell, Past Chair G. Hubbard, E. Daniels, E. Brown, N. Ballinger, D. Elder, C. Chilton, E. Mebane, F. Morgan, L. Frye, Dr. R.V. Turner, B. McGonagill, and J. Marler. Chair Cottrell asked each VACEG Board member to share brief words of self-introduction.

Chair Cottrell called for approval of the agenda for the meeting. E. Daniels moved approval of the agenda, and J Leslie seconded. The Board approved the agenda.

Chair Cottrell asked for review of the VACEG Board minutes from the May 2003, meeting. After review, N. Ballinger moved approval of the minutes, and J Leslie seconded. The Board approved the minutes.

Chair Cottrell called on VACEG Past Chair G. Hubbard to discuss the 21<sup>st</sup> Annual Report of VACEG which was presented to the Virginia Board of Education in July 2003. Ideas surrounding discussion of the 21<sup>st</sup> Annual Report of VACEG included:

- Points of focus for VACEG Board work in 2002-2003 centered around two areas of gifted education...identification and staff development
- National guidelines (NAGC) were used for development of identification strand
- National Staff Development guidelines were used for professional development strand
- Plans were written based upon guidelines from Virginia Dept of Ed (VDOE)
- Process and outcomes were considered
- School divisions may use the information as a guide for identification of students
- School divisions may use the information as a guide for professional development
- Regional support of appropriate professional development could help local divisions
- Use of the information could improve evaluation of plans for gifted education
- School divisions could more closely identify gifted students in all populations
- School divisions could improve connections between programs for gifted students and programs for traditional students

- Local gifted advisory committees were established (in Code of Virginia) to review and revise the local plan for gifted education and to report their findings to the local school board
- Presentation of the 21<sup>st</sup> Annual Report of VACEG was clear, sharp, and understood by members of the Virginia Board of Education
- VACEG's role is to advise Virginia's Board of Education and the Superintendent of Public Instruction
- The Virginia Association for the Gifted (VAG) serves as advocate for gifted education in Virginia
- The Consortium of Coordinators of Gifted Programs serves as connection between VACEG's advisory role and VAG's advocate role
- Virginia's JLARC Report stated education funding issues clearly
- Thirty years ago, when gifted education was starting in earnest in Virginia's public schools, Virginia's General Assembly allocated \$5 per gifted per year
- VAG sends representatives to Richmond and to Washington, DC, to lobby legislators for appropriate funding for gifted education in Virginia
- VAG collaborates with the Virginia Education Association (VEA) to advocate for full funding of gifted programs in Virginia
- Virginia has funding formulae for the Standards of Quality (SOQ)
- Real costs of education often exceed the proposed SOQ funding
- Virginia's public schools need funding at a practicable level to meet the new demands of the No Child Left Behind (NCLB) Act of 2001 and the demands of teacher licensure and certificate renewal as "Highly Qualified" educators
- During the 2003-2005 biennium, VACEG will focus on two issues: curriculum and delivery of gifted services
- Thanks were expressed to VACEG Past Chair G. Hubbard for presenting to Virginia's Board of Education a succinct, clear, understandable report
- Thanks were expressed to E. Daniels for serving as chair of VACEG's identification subcommittee
- Thanks were expressed to E. Brown for serving as chair of VACEG's staff development subcommittee
- Thanks were expressed to B. McGonagill for assisting VACEG members as VDOE liaison

Chair Cottrell thanked VACEG members for their ideas related to the 21<sup>st</sup> Annual Report and called for VDOE liaison B. McGonagill to bring the VDOE report. Points of interest in the VDOE report included:

- VDOE monitors the number of gifted students served by school divisions
- In categories of ethnicity, the other/unspecified category is growing and now serves 22.7% of gifted students in Virginia
- Student data records are kept in accordance with VDOE guidelines
- Virginia schools serve gifted students which represent 12.7% of the total student population, at the present time
- Some school divisions use talent pools as a part of their gifted identification process

- Students selected for talent pools demonstrate gifted potential
- Students may demonstrate giftedness as they study and work in the three types of activities for the talent pools:
  1. Type I...general education courses/activities
  2. Type II...advanced courses/activities
  3. Type III...gifted courses/activities
- School divisions must serve either general intellectual ability (GIA) students and/or specific academic aptitude (SAA) students
- School divisions may serve students gifted in visual/performing arts (VPA) and/or students gifted in technical/practical arts (TPA)
- Teachers of the gifted are typically either full-time resource teachers or they teach gifted students part-time in the traditional classroom or in student cluster groups within their classes
- Funding for gifted education in a school division is based, in part, upon the composite index of the school's community
- The present total teacher-pupil ratio for gifted education in Virginia stands at 10:1
- Identification procedures for gifted students have varied from school division to school division
- Some school divisions have counted students who take advanced courses, Advanced Placement (AP) courses, International Baccalaureate (IB) courses, or honors courses as gifted students
- Now, with student data records clearer (to show who has been identified) and record information more exact (to show what types of programs students came from), identification of gifted students should be more clear-cut
- Referral for gifted programs/services seems centered at different points as students progress through grade levels
  1. Primary/elementary level...parent and/or teacher recommendation
  2. Middle school level...peer recommendation
  3. High school level...self-recommendation
- Summer Residential applications must be complete, when submitted, to be considered for selection
- Chesapeake Bay Governor's School will be evaluated in February, and Appomattox Governor's School will be evaluated in March
- Information about Summer regional Governor's Schools is online

Chair Cottrell thanked VDOE liaison B. McGonagill for the VDOE report.  
 The VACEG Board continued the meeting with a working lunch.

After lunch, Chair Cottrell called for the VACEG Committee of the Whole to discuss the direction the VACEG Board wishes to pursue during the 2003-2005 biennium. VACEG Past Chair G. Hubbard facilitated the session. Items are listed as they were voiced for the two areas of investigation for 2003-2005...curriculum and delivery of services.

VACEG Committee of the Whole ideas centered on curriculum included:

- Virginia Standards of Learning (SOL)
- National standards for specific academic areas
- Arts education, especially at the secondary level
- Advanced Placement (AP) and International Baccalaureate (IB) courses
- Curriculum models for gifted students in traditional courses
- Curricula specifically for gifted students in gifted education courses
- Program objectives for gifted programs
- Reference mechanism for Virginia SOL (baseline) and gifted education

VACEG Committee of the Whole ideas centered on delivery of services included:

- Definition of terms relative to gifted education
- Discussion of terms relative to gifted education
- Identification of services for gifted students (K-12 continuum)
- Services which are sequential and continuous
- Various models for delivery of gifted services
- Categories of gifted education various programs address specifically
- Relationship of services for gifted education to the categories
- Models for program review and curriculum documentation from other states
- Agencies which deliver gifted services
- Differences in school divisions' delivery systems, including issues such as equipment, composite index, school division location, specific school location, personnel, urban sites, suburban sites, rural sites, large divisions, small divisions, local resources, state resources, federal resources, and more
- Gifted education services in three major educational areas: primary/early childhood...middle school...high school
- Continuum of giftedness (degree of giftedness)
- Types of giftedness
- Complications of giftedness
- No Child Left Behind (NCLB) categories
- Dual exceptionalities
- Blended programs
- Twice exceptional students

Chair Cottrell called for VACEG members to choose one strand, curriculum or delivery of services, for their study, investigation, and work during the 2003-2005 biennium.

Curriculum

J. Leslie  
N. Ballinger  
L. Frye  
E. Mebane  
G. Hubbard  
R.V. Turner

Delivery of Services

E. Brown  
E. Daniels  
C. Chilton  
D. Eller

Chair Cottrell called for VACEG members to join their selected subcommittees for discussion of issues. Summary of issues discussed included the following items:

<u>Curriculum</u>	<u>Delivery of Services</u>
What is curriculum? (fundamentals)	Student panel to discuss gifted education.
Discover what differentiation can be	Get input from parents and teachers
Look at objectives of differentiation	Invite speakers to share information
For gifted students	about gifted education (early/elementary)

Chair Cottrell called for reports from professional organizations.

Local Parent Associations: L. Frye...

- Parents are interested in the extent to which gifted education may be inclusive rather than exclusive on all grounds
- Established criteria for instruction in gifted classes
- Policy relative to established criteria for gifted instruction and funding issues
- The twice exceptional student
- Disparity between high school honors programs and college credit for courses

Local Advisory Committees: E. Mebane...

- Advisory Committees are concerned about identifying gifted students in under-represented school populations
- Funding for gifted education in Virginia
- Opening a second center in Chesterfield

Virginia Academy of School Psychologists: D. Elder...

- School psychologists are concerned that No Child Left Behind (NCLB) legislation leaves behind gifted students
- Issues related to identification of gifted students, student preparation for college, students reaching their potential in public education
- Peer group and small group instruction (gifted model)

Virginia Education Association: C. Chilton...

- VEA resolutions include a statement that gifted, talented, creative curricula should be developed but not at the expense of the regular educational program (funding for gifted education is needed)
- J Marler added that VEA supports full funding of Virginia's Standards of Quality
- VEA believes that Virginia's Advisory Board for Teacher Education and Licensure (ABTEL) should review and revise newly proposed changes in teacher licensure and certificate renewal requirements BEFORE they become rules and regulations for teacher qualification

Gifted Education Coordinators: G. Hubbard...

- We work in a sea of statistics...no report

Virginia Association of Secondary School Principals: J. Leslie

- High school principals do all they can to expand gifted programs
- No Child Left Behind (NCLB) and Virginia Standards of Learning (SOL) reduce the ability to do more for gifted programs
- Gifted education covers a wide range of areas
- Advanced Placement (AP) and International Baccalaureate (IB) programs should not be programs of privilege

Virginia Association for the Gifted

Administrative Consortium for Gifted Education: N. Ballinger...

- More than 100 coordinators of gifted education met on October 3, 2003, in a round table discussion to deal with education issues such as gifted education in rural schools, new plans for gifted education, staff development for gifted education, achievement testing/apptitude testing, and more
- Coordinators of gifted education meet again in January, 2004
- The Virginia Association for the Gifted conference will be held in Williamsburg from November 6-8, 2003
- Speakers include Dr. Sally Reiss, Dr. Deb Burns, Virginia Superintendent of Instruction Dr. Jo Lynne De Mary, and others
- Regional gifted teacher of the year awards will be presented as well as the Nicholas Green Award for a gifted student of Virginia
- A special rate has been set and sessions have been designed for parents of gifted

Public Comment...No public comment was made

Chair Cottrell thanked VACEG subcommittee members and representatives of professional organizations for the information they shared.

The next scheduled meeting for the VACEG Board is set for November 21, 2003, at the Math and Science Center in Richmond. C. Chilton moved for adjournment and N. Ballinger seconded. The VACEG Board adjourned at 2:30pm.